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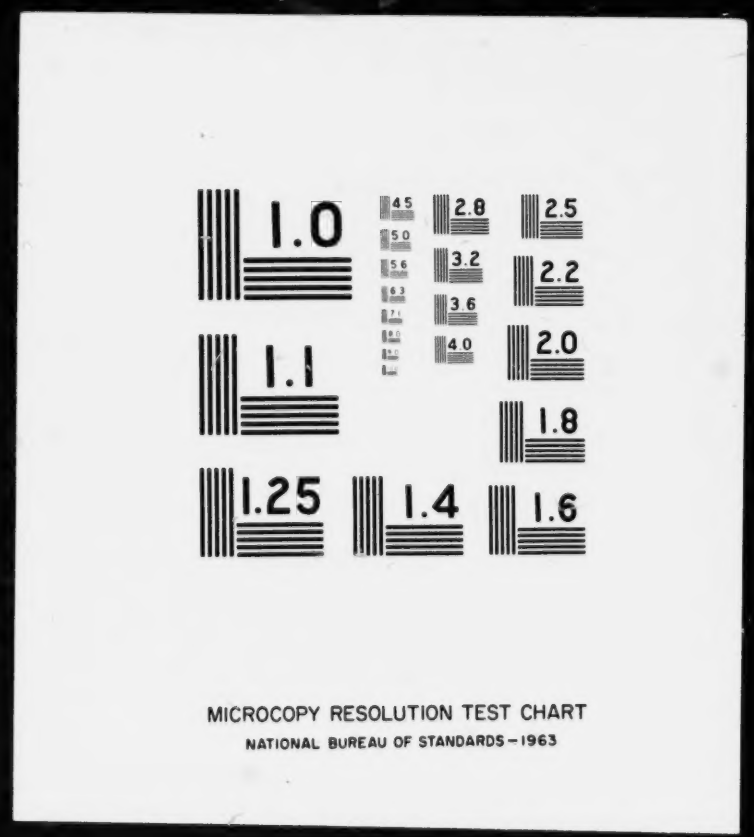

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The purpose of the laboratories is to develop four basic skills in foreign language study --aural understanding, speaking, reading, writing; and to support an understanding and appreciation of the culture of the country studied. The laboratory provides individual semi-soundproof booths equipped with headphones, microphones and tape recording facilities for each student to practive language skills. Where possible it is recommended that classes be scheduled for two thirty-minute classes a week. Teachers and students should be fully oriented in the proper use of the equipment. Classes should be closely supervised to maintain the individual's effort. The language tapes should be used for five basic types of exercises: 1) listening--comprehension practice, 2) imitative practice, 3) anticipatory practice, 4) evaluation practice, and 5) testing.

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THE LANGUAGE LABORATORY

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THE LANGUAGE LABORATORY

A Handbook

for Teachers of Foreign Language

Instructional Service Bulletin
No. 48

Division of Instruction
New Orleans Public Schools
1965

Foreword

The National Defense Education Act of 1958 has provided the New Orleans Public Schools with the opportunity to install language laboratories and to purchase other types of audio-visual materials for foreign-language instruction. As a result, teachers of foreign languages have in many cases been overwhelmed by changes in methodology and teaching materials. Inquiries from school administrators and teachers have indicated a need for additional information relative to the purpose and actual utilization of the language laboratory. This bulletin contains a summary of replies to these questions as well as suggestions to assist foreign-language teachers in the successful operation of the language laboratory.

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PURPOSE OF THE LANGUAGE LABORATORY

The objectives of the modern-foreign-language program (See FOREIGN LANGUAGE: CURRICULUM BULLETIN NUMBER 9, DIVISION OF INSTRUCTION, NEW ORLEANS PUBLIC SCHOOLS, 1956) are first to provide sequential progress toward the acquisition of the four basic skills - aural understanding, speaking, reading, writing; and second to support a deepening understanding and appreciation of the foreign culture of which the spoken language is an element. While the four basic skills complement one another, aural-understanding and speaking must always precede reading and writing; and, even in advanced courses, priority should always be given to the continual development and perfection of audio-lingual skills.

The language laboratory through its unique functions has made more effective and more efficient the acquisition of these skills.

Installations of language laboratories utilizing mechanical and electronic equipment to facilitate language learning came into use during and after the specialized language-training programs of World War II. Their effectiveness in providing increased experience in hearing and speaking a foreign language has been widely recognized. Although variously expressed, two assumptions underlie all statements relating to the purpose of the language laboratory: (1) systematic audio-lingual practice is indispensable in learning to speak a foreign language, and (2) the conventional classroom does not provide adequately for such practice.

While the language laboratory is a major instrument to implement these basic assumptions, it is not what so many teachers want to believe it is:

a language laboratory is not a gadget which will teach language; a language laboratory is not an instrument which will lighten the work load of the teacher; a language laboratory is not a panacea which will solve all the problems of the foreign-language program.

Fundamentally, the language laboratory is a means of providing foreign-language students with an instrument and a studio which will enable them to practice foreign-language skills in a manner similar to the music learner's practice upon an instrument in a studio or practice room. The purpose of the language laboratory, then, is to provide regular opportunities for practice in listening to good models of foreign speech and for comparing one's own efforts to reproduce language sounds with these models through the repetition of exercises, dialogues, and skills already acquired in the classroom. Listening practice is intended to lead progressively toward the ability to hear comprehendingly the spoken language used in varied situations, such as conversation at normal speed, newcasts, lectures, movies, plays, group discussions, telephone messages, and other social contexts. Oral drill is aimed toward the acquisition of the fluent speaking ability needed to express one's thoughts in sustained conversation with the pronunciation, intonation, rhythm, and use of grammatical forms characteristic of the educated speaker.

It should be emphasized that the language laboratory is not a replacement of classroom instruction by a teacher. It is through classroom instruction that standards, methods, and techniques which will determine both the quality and quantity of student achievement are developed. The language laboratory is an important teaching-learning instrument which the teacher must treat as an integral experience of each course. The utilization of the language laboratory must be directly related to the objectives of the foreign-language program and must reinforce the learning experiences and content presented and developed in the classroom.

PLAN OF UTILIZATION

A language laboratory may be defined as a classroom with electronic equipment designed and arranged to make foreign-language instruction more effective than is usually possible without it. According to the manner in which utilization of the laboratory is scheduled, there are two general plans. One is referred to as the group-study plan; that is, individual classes, as a unit, are regularly scheduled for work in the language laboratory. The other is referred to as the library - or individual-study plan; that is, laboratory work is done in a manner similar to library work, the students attending at their own convenience.

Although the language laboratories installed in the New Orleans Public Schools have adequate facilities for either type of utilization, it would be difficult to find any language laboratory sufficiently free and adequately supervised to permit students to work on their own, either scheduled or unscheduled. Consequently, the utilization of the language laboratories in the New Orleans public schools, as in most secondary schools throughout the country, must be restricted to the group-study plan. Hence, individual courses in modern foreign languages must include, as part of their regular work, one or two laboratory periods per week.

Other departments (English, speech, business education, etc.) would undoubtedly find equal advantages in using the language laboratory. However, the desirability of having students enrolled in foreign language courses receive the maximum benefit from instruction through the medium of the language laboratory is such that other departments should attempt, through individual tape recording units, to provide experiences and advantages which they see accruing from contact with the language laboratory. Over a period of time, a school could easily acquire a set of tape recorders that would provide desirable experiences in speech improvement, dictation exercises, etc.

SCHEDULING

It is generally agreed that all students of modern foreign languages can benefit from the use of the language laboratory; consequently, its use must be shared by all, and only, classes in French, German, Russian, and Spanish. From this, arise the questions: How often during the week should each class have access to the language laboratory? What should be the length of each laboratory period?

If the foreign-language department has a laboratory capable of accommodating a full class - and each one installed in the New Orleans Public Schools has this capability - then the language laboratory can accommodate a maximum of thirty classes per week or a maximum of fifteen classes twice per week. Where it is feasible, it is recommended that each class be assigned to the language laboratory for two thirty-minute periods per week. However, conditions favoring such an arrangement do not exist in all schools having this facility; and, in such cases, it recommended that each class be assigned to the language laboratory for one sixty-minute period per week. In schools where the number of classes is such as to preclude all classes being assigned to the laboratory for an equal number of sessions per week, preference should be given to first - and second - year classes in the allowance of an additional laboratory period or the greater period of time.

It should be emphasized again that the language laboratory is to be considered as an integral part of the foreign-language program, and that regularly - assigned teachers, without exception, are obliged to utilize this facility as an instrument of instruction in accordance with the adopted schedule.

TEACHER ORIENTATION

The language laboratory should be under the general supervision of the department head or chairman. This policy, however, does not imply that he should be assigned exclusively, or in major part, to the language laboratory for his classroom. His responsibilities relative to the language laboratory are as follows: (1) to oversee the scheduling and general operation of the language laboratory, (2) to train and assist members of the department in the operation and care of the language laboratory, (3) to provide department members with opportunity for practice in handling language-laboratory equipment, and (4) to supervise the tape library. Each member of the department must share proportionately in the fulfillment of these responsibilities. Departmental meetings should be held regularly and devoted, in part, to the discussion of problems related to the language laboratory.

Before taking a class to the language laboratory, teachers in the foreign language department must be acquainted with both its purpose and mechanical operation. Although the vendor, at the completion of installation, provides instruction in the operation of the language laboratory, it is the responsibility of the department head or chairman to make sure that teachers and new appointees know how to use the language laboratory correctly. Therefore, at the beginning of each school session, he must hold meetings devoted to orienting teachers to the purpose and operation of the laboratory and to arriving at agreements relative to the administration and scheduling of the language laboratory. After this, the department head or chairman should insist that the regulations thus agreed upon be enforced uniformly.

As an aid to establishing policy and to providing for uniformity within the system, the following general regulations should be observed.

1. The language laboratories of the New Orleans Public Schools must be utilized according to the group-study plan.

2. Each foreign-language course, with the exception of those in Latin, must be assigned regularly to the language laboratory.

3. Attendance on the part of individual classes must be prompt and regular.

4. Day-by-day substitutes must never be permitted to use the language laboratory.

5. The language laboratory must never be left unsupervised when there are students in the laboratory.

6. Each teacher must be sure to lock the doors of the laboratory at the end of a period or at the end of a bloc of consecutive periods or while awaiting the arrival of the next teacher scheduled to use the language laboratory.

7. A specific booth must be assigned to each student. He is expected to occupy this booth during each laboratory period.

8. Each booth must be checked by the teacher and/or student assistants at the beginning and end of each class.

9. All books and writing equipment should be banned from the student booths unless required for specific exercises.

10. Students are to be held responsible for the condition of their booths.

11. Students must be monitored regularly while working in the language laboratory.

12. Students must be tested and graded regularly on their laboratory work.

13. Master tapes must never be removed from the language laboratory.

In situations where scheduling does not allow for a minimum of two periods per week, it is recommended that teachers work with recorded lessons in their classrooms, using a tape recorder. Teachers should duplicate, in advance, current lessons so that it will not be necessary to remove master tapes from the language laboratory with the risk of their being lost, damaged, or erased.

STUDENT ORIENTATION

An important extension of the teacher's art is the full cooperation of students. Before taking a class to the language laboratory, teachers must assist students in understanding fully what they are expected to accomplish and how the laboratory methods and materials used will further this purpose. The students need to see progress commensurate with the time and effort expended. They must realize, however, that language learning has a beginning but no end, that only by progressing through many stages of development may they expect to gain mastery of a foreign language comparable to that of their native tongue.

It is, therefore, time well spent to give students careful, unhurried orientation concerning the role of the language laboratory. When students understand the purpose of the language laboratory, their motivation to practice in a systematic, meaningful way will be more easily sustained.

Students must understand fully and clearly that the language laboratory must be used regularly by all students, that laboratory materials are coordinated with classroom work, that students must be monitored and tested on performance in understanding and speaking, and that their achievement in these skills must be considered as important as their achievement in other phases of foreign-language instruction.

Having assigned each student to a specific booth, the teacher should acquaint the class with the procedure for entering and leaving the language laboratory and for storing books and personal effects. The first session should be devoted entirely to a step-by-step explanation of the operation of such equipment as the off-and-on control switch, headset, microphone, and recorder. The need for care in handling this equipment should be emphasized as classes are oriented to its operation.

Students should be thoroughly briefed on rules of the language laboratory and their responsibility for the proper use of equipment should be clearly defined. Adequate training during the first laboratory periods of the year will eliminiate costly and time-consuming mistakes.

New students should never be permitted to use the language laboratory without training in operation and procedures. Student laboratory assistants can be of help in the training of both new students and those who have difficulties in mastering the operation of equipment.

Language-laboratory rules should be spelled out in detail and enforced. A copy of the rules should be given to each student; this will eliminate the plea of ignorance of policy as an excuse for an infraction of laboratory behavior.

The following set of rules is offered as an example:

1. All students are held responsible for the proper care and use of the equipment in their booths.

2. Books and writing material are not allowed in booths unless specially permitted by the teacher.

3. No other work is permitted in the language laboratory.

4. Any accidental damage must be reported immediately to the teacher.

5. No experimentation with tapes or equipment is permitted.

6. Tape cartridges are to be requested from the teacher when needed. Materials are not to be taken from storage cabinets without permission.

7. Students are not to handle materials and control switches at the console.

8. Students are to rewind their tapes before the end of each period. Tape cartridges are not to be removed from the recorders.

9. Students are to respect the privacy of others and are not to interrupt their work.

Students should be warned against just sitting and daydreaming in the language laboratory. The purpose of the language laboratory is to speak as well as to listen. Thus each student will make an effort to imitate as nearly accurately as possible the master voice. Failure on his part to do good work in the language laboratory is to be regarded as seriously as his failure to do good work in the written aspects of the course.

SUPERVISION

There are two reasons why students should be supervised: (1) to direct the learning-process (2) to control the learning environment. Lack of proper direction and control in the language laboratory will manifest themselves as: (1) destruction of equipment, (2) inattention and disinterest, and (3) disturbance of others. These problems generally arise from the lack of proper supervision and the enforcement of regulations relative to the operation of equipment and to general behavior, and/or the utilization of unrelated materials which frustrate or fail to interest the class. Control and elimination of these causes result in less time needed for disciplinary supervision and more time for the real business at hand -- teaching and learning.

In each language laboratory, the console provides facilities for the teacher to listen to and to communicate with individual students or with the entire class. The reason for this elaborate intercommunication system is that there is no way of knowing whether a student is making progress through use of the language laboratory unless he is supervised constantly. Students need not know when they are being supervised, but they need to know that they are being supervised. The teacher then is obliged to remain physically and mentally with his class, constantly listening, checking, and correcting.

Student assistants may be selected from each class to assist the teacher in certain aspects of language-laboratory management. If properly oriented, student assistants can be of invaluable help in the successful operation of the language laboratory. They may assist the teacher in such ways as inspecting student booths and equipment at the beginning and end of each period, distributing and collecting work tapes and other materials, and teaching other students how to operate the equipment at student-positions.

Student assistants, however, must never be permitted to operate the console or to discipline other students. Services rendered by them should be restricted to their regular class; that is, a student assistant should not be excused from his regular schedule to assist other classes or teachers. The general maintenance and repair of the language laboratory is the responsibility of the Department of Maintenance and Operation; thus, no student or student assistant should ever be permitted to repair or adjust any of the mechanical components, however simple or minor this may appear.

THE LANGUAGE LABORATORY PERIOD

The effective use of the language laboratory requires the full energies of the teacher. Upon arriving in the language laboratory, the teacher, with the help of student assistants, should begin his inspection of each student position for possible damage or mechanical breakdown. In the event of such, a student should be moved temporarily to another booth if one is available. If the booth has been defaced or if it appears that the damage was deliberate, this, in addition to the name of the last student to use the booth, should be reported immediately to the department head or chairman for investigation and disciplinary action. This procedure, of course, must be repeated at the end of each period before dismissing the class.

Having inspected each student position, the teacher should proceed to prepare the console for operation. From the ALL-CALL position, he should check out the equipment row by row, adjusting, at the same time, the volume control to a comfortable level. Student assistants may be sent to help students who are having difficulties in making the proper adjustments.

Each tape prepared by the textbooks publishers and distributed to the various schools contains directions for every exercise or pattern drill. Thus students should be told to pay careful attention to the instructions and examples at the beginning of each exercise. If the teacher feels that these directions are inadequate, he should stop the tape and clarify or reinforce the directions. When the class understands what the procedure is, the teacher should return to the taped lesson.

Each dialogue, exercise, and pattern drill is very short. Therefore, each one should be repeated two or three times before the next is begun. Special attention should be given to expressions or exercises in which are contained difficult aspects of the language. Where student-recording

facilities exist, students should be permitted to listen to a playback of their repetition or answers before going back to the same exercise or proceeding to another type of exercise. Since the value of the language laboratory lies in the opportunity it affords to repeat limited amounts of materials at least three times during one period, the total running time of the lesson tape, as a rule of thumb, should not exceed one-fourth of the language-laboratory period for a non-record situation and one-fifth of the period for record-compare-correct situation.

The teacher is expected to monitor individual students as well as the entire class. Having checked out the entire class by rows, he should begin listening to the responses of individual students. It is extremely important that the teacher communicate with each student during each period for commendation as well as correction.

At times when students appear to be fatigued, the teacher may stop the tape and permit them to remove their headsets and rest for a moment. However, the lesson should always be resumed with the same seriousness of purpose.

At the close of the period, students must turn off amplifiers and fix the headsets in their proper places. Following this, the teacher and student assistants should proceed to inspect and put the language laboratory in order before turning it over to another teacher and/or class.

TYPES OF EXERCISES IN THE LANGUAGE LABORATORY

The language laboratories installed in the New Orleans Public Schools, with the exception of portable laboratories installed in certain schools lacking adequate space, are designed and equipped to provide for listening, responding, recording, and comparing one's oral reproduction of language patterns with the pronunciation, rhythm, etc., of a model. The language laboratory provides the following possibilities:

1. All students present are able to practice aloud simultaneously, yet individually. In a class of thirty, twenty-nine students are not idle while one is busy.

2. The teacher is free to focus his attention on the performance of the individual without being detected and without interrupting the work of the entire group.

3. The number of lesson sources can provide for differentiated learning, since the teacher is able to give remedial work to some and advanced work to others.

4. The student is able to record his responses and compare them directly with the models in the lesson.

5. Master recordings for use with individual student recorders can be duplicated as needed from playback program sources or supplied on pre-recorded tapes.

6. A class may be divided into teacher-directed and machine-directed groups.

Basic materials used in the language laboratory to realize these possibilities are master tapes prepared by the publishers of the state-adopted textbooks, using, for the most part, as models, native speakers of the foreign language. A set of master tapes accompanies each of the textbooks of the first-, second-, and third-year courses in modern foreign languages. Since there are no publisher-developed tapes to accompany the fourth-year courses, exercises prepared and recorded by regular teachers for this course are supplemented by review of the third-year tapes, thus providing reinforcing materials as well as new ones. It is recommended that review exercises utilizing materials of the previous course or courses be included in all language-laboratory programming. Such practices will enable students to repeat and over-learn expressions and aspects of lingual structure necessary for the development of fluency in the foreign language.

These language tapes should be used for five basic types of exercises: (1) listening-comprehension practice, (2) imitative practice, (3) anticipatory practice, (4) self-evaluation practice, and (5) testing.

Listening-comprehension practice seeks to develop in the student the ability to understand the spoken language without recourse to written forms. This involves listening attentively and purposefully. Such practice is ineffective unless followed by questions to determine whether or not the student has understood the spoken conversation. In checking the student, the teacher should refrain from using the English language.

Imitative practice, sometimes referred to as mimicry-memorization practice, is used to teach proper pronunciation and intonation. The student listens to a master-voice presentation of a dialogue. The second presentation is interrupted by pauses during which the student repeats what he has heard. Individual recorders should be utilized for this type of exercise.

Anticipatory practice, sometimes referred to as creative practice, takes the student beyond listening and imitation. It is perhaps the most advanced type of practice, since it challenges the student to re-create or restate a variety of patterns without the direct help of a model. In this case, the master-voice illustrates what is to be done. The student may be required to restate during the pause an idiom, phrase, or expression in a manner which would involve a change in structure. After the pause, a correct answer is given by the master-voice so that the student may check his own answer. Individual recorders should also be utilizied for this type of exercise.

Self-evaluation practice gives the student the opportunity to compare his speech skills with that of the model he has imitated. It should be emphasized that language laboratories equipped with individual student recorders should not be used for listening purposes only. Materials utilized in the language laboratory should allow the student to speak no less than one-third of the running time of the tape. An almost instantaneous playback, even if it be only two or three minutes in length, will allow the student to satisfy his desire to know what progress he is making. By playing back the model and the imitation, the learner then can become a critical observer of his own responses. On the basis of his own analysis, he should have a clearer picture of his deficiencies. He should record and play again until all discrepancies have disappeared. Finally, it will be the responsibility of the teacher with a knowledge of phonetics to do the ultimate polishing.

Unless the student is tested regularly on his laboratory work, there will be a lessening of interest on his part. The testing of audio-lingual skills is

not at all difficult and should be regular procedure. Here are brief suggestions for language-laboratory testing:

Imitative exercises: Students might be asked to repeat expressions or memorized dialogues. A subjective scale should be used for evaluation.

True-and-false exercises: Statements based on reasonableness may be used in this case, but should be restricted in form to expressions and structure which have been learned. An objective scale should be used for evaluation.

Multiple-choice exercises: In this case, items may be based upon reasonableness or materials read in class. An objective scale should be used for evaluation.

Response exercises: Questions may be based upon expressions or some episode read in class. An objective and/or subjective scale of evaluation may be used in this test.

MECHANICAL OPERATION OF THE LANGUAGE LABORATORY

The control center for the language laboratory is the teacher's console. The console is a compact deck-high unit which permits maximum viewing of the classroom and contains the program sources and control panels for program distribution to student positions. The drawers of the console provide space for additional record players.

The console makes it possible for the teacher to:

Select and distribute a lesson to the entire class, or distribute different lessons on an individual or selected-group basis.

Monitor the performance of any student in the class without the student's knowledge.

Communicate with a selected student or a selected group of students.

Make announcements to the entire class at any time.

Record the recitation of any selected student in the class. If desired, the teacher may add comments to the student's recording.

Record master tapes.

Each student sits at a semi-soundproofed booth. The student position thus provides for the student an element of privacy which results in a higher degree of concentration. In the listen-respond-record type of student position, each booth contains the following: (1) a headset-receiver assembly which permits the student to hear the teacher as well as the master voice; (2) a microphone mounted on a flexible gooseneck which permits the student to communicate with the teacher; and (3) a tape recorder which permits

the student to record the lesson and his response, and to playback and re-record for additional practice.

The following are detailed operating instructions for the console:

A. Preparation of Program Sources for Operation

1. Depress the STOP pushbutton on all tape decks.

2. Turn the main AC power switch for the laboratory to ON. (Usually located on the wall or at the circuit-breaker panel)

NOTE: If the DC power supply is not located inside the console, it may also be necessary to turn on the power switch located on the power supply.

3. Place the program tape on the tape deck and thread the tape through the tape-transport mechanism.

4. Set the tape-deck SPEED SELECTOR to correspond with the speed at which the tape was recorded.

5. Set the tape indicator to zero. (To zero, set the tape indicator, rotate the knurled knob, located behind the indicator window, to the right until a line of zeros appears in the window.)

6. If a phonograph program source is provided and is to be used, place the record on the phonograph turntable and set the speed selector to the proper speed.

7. If a radio program source is provided and is to be used, the radio can be turned to the proper station using the program monitor switch as described in the section "Listening to a Program Source."

8. Insert the instructor's headset plug into one of the PHONE jacks on the control panel.

9. Insert the instructor's microphone plug into the MIC jack on the control panel.

B. Setting Proper Level on Program Sources

1. Set the METER switch on the control panel to the lesson channel of the program source to be set.

2. Set the rotary knob PLAY-RECORD switch to the PLAY position.

3. Turn the tape recorder ON. (Rotate the VOLUME control clockwise until a "click" is heard.)

4. Depress the START pushbutton on the tape deck.

5. Adjust the setting of the tape recorder VOLUME control until the pointer of the VU meter on the control panel deflects to the right-hand portion of the black scale. The pointer should not deflect into the red portion of the scale. Do not disturb the setting of the volume control after the sound level has been set.

6. Depress the STOP pushbutton on the tape deck.

7. Rewind the program tape to the cue-point, if desired.

8. Repeat this procedure for any other tape program source to be used.

9. Set the phonograph volume control by the previous procedure; however, the METER SWITCH must be set to the phonograph program channel.

10. Set the radio program source level by following the previous procedure; however, the METER switch is set to the radio program channel.

C. Distribution of Lesson

1. Set the lesson switches, on the control panel, to the lesson planned for each student position.

2. Start the program sources when desired.

NOTE: Rearrangement of the lesson schedule may be made during the class period by setting the lesson switches to another lesson channel.

D. Listening to a Program Source (Monitor Program)

1. Set the METER switch to the program channel to be monitored.

2. Set the PROGRAM-MONITOR switch to the PROGRAM-MONITOR position.

3. Adjust the PROGRAM-MONITOR volume control to obtain the desired sound level in the headset.

E. Announcement to Entire Class (All Call)

1. Set the INSTRUCTION-SWTICH to the normal position.

2. Set the ALL-CALL switch to the ALL-CALL position.

3. Speak into the instructor's microphone in a normal tone of voice.

4. Adjust the COMMUNICATION-VOLUME control until the pointer of the VU meter deflects to the right-hand portion of the black scale. The pointer should not deflect into the red portion of the scale. Do not disturb the setting of the volume control after the sound level has been set.

F. Listening to a Student (Monitor Student)

1. Set all PRECEPTOR switches, the INSTRUCTION switch, and the ALL-CALL switch to their NORMAL position. Set the PROGRAM-MONITOR switch to the OFF position.

2. Set the desired student's Preceptor switch to the MON (monitor) position.

3. Adjust the COMMUNICATION VOLUME control to obtain a confortable sound level in the instructor's headset.

G. Talking to a Student (Communication)

1. Set all Preceptor switches, the INSTRUCTION switch, and the ALL-CALL switch to their NORMAL position. Set the Program Monitor switch to the OFF position.

2. Set the desired student's PRECEPTOR switch for the student position to the COM (communication) position.

3. Speak into the instructor's microphone.

H. Recording Student on Analysis Recorder (Student Analysis)

1. Insert a reel of blank tape, or a previously recorded tape if it is not desired to retain the recorded material, on the left-hand spindle of the analysis recorder.

2. Thread the tape through the tape transport mechanism.

3. Insert the key into the key-actuated PLAY-RECORD "interlock" switch and, while depressing the key, turn it to the RECORD position.

4. Set the PLAY-RECORD (rotary) switch to the RECORD position.

5. Turn the tape recorder VOLUME control to its minimum setting (fully counter-clockwise). Do not turn the control too far as the master ON-OFF switch may be turned off.

6. Make certain that a microphone is NOT plugged into the Microphone jack on the tape recorder.

7. Set the Preceptor switch for the student to be recorded to the REC (record) position.

8. Set the control-panel METER switch to the program channel for the tape recorder being used.

9. Advance the setting of the tape recorder VOLUME control (clockwise rotation) until the VU meter on the control panel deflects to the right-hand portion of the black scale. The pointer should not deflect into the red portion of the scale. Do not disturb the setting of the volume control after the sound level has been set.

10. Slide the red "R" button, located on the START pushbutton, forward, and, while holding the "R" button forward, depress it and the START pushbutton simultaneously. While the student is recording, observe the VU meter and adjust the tape recorder VOLUME control to maintain a reading as described in the previous step.

11. Depress the tape-deck STOP pushbutton when the recording is completed.
The console provides for the instructor to (a) monitor the student's recording, or (b) monitor the student recording and inject personal comments into the recording. The options are performed as follows:

a. When the instructor wants to monitor the student, place the PROGRAM MONITOR switch in the PROGRAM MONITOR position. Adjust the PROGRAM MONITOR VOLUME control on the control panel to obtain the desired sound level in the instructor's headphones.

NOTE: Adjusting the headset volume level will not affect the recording level.

b. If the instructor wants to inject personal comments into the recording, proceed as follows:

(1) Turn the INSTRUCTION switch to the INSTRUCTOR RECORD position.

(2) Momentarily move the PRECEPTOR SWITCH from the REC (record) position and speak into the microphone. The instructor's comments will then be recorded. If it is desired to continue recording the student after the comments have been completed, return the PRECEPTOR SWITCH to the REC position. (Adjustment of

the tape recorder volume control should not be necessary between the switch positions.)

I. Student Recitation (Permits any number of students to listen to the recitation of a selected student.)

1. Set the PRECEPTOR switch for the student selected to recite to the MON (monitor) position.

2. Set the INSTRUCTION switch to the STUDENT RECITE position.

3. Set the METER SELECTOR switch to Program Channel #6.

4. While the selected student is reciting, adjust the COMMUNICATION VOLUME control until the VU meter on the control panel deflects to the right-hand portion of the black scale. The pointer should not deflect into the red portion of the scale. Do not disturb the setting of the volume control after the sound level has been set.

5. Set the LESSON-SELECTOR switches of the students scheduled to hear the recitation to Program Channel #6. (The LESSON-SELECTOR switch of the student selected to recite must not be set to Channel #6, but may be set to any other channel.)

J. Recording Student Practice Tapes (Refer to the MASTER RECORD section of the Student Position Operating Instructions.)

1. Set-up the master lesson tape on one of the program-source tape decks, as explained in the Prepare Program Sources section.

2. Set the level of the program source of following the instructions in section B. Rewind the master tape to the cue-point; however, do not disturb the setting of the program-source VOLUME control.

3. Set the LESSON switches for the students who are to record the practice tapes to the program-source channel number on which the master tape is to be played.

4. Cue the selected students to depress the START pushbuttons on their tape recorders and, at the same time, depress the START pushbutton on the console program-source tape deck. (The cue may be a hand signal, or may be pre-recorded on the master tape. If the cue is pre-recorded on the master tape, the console tape deck must be started first so the students can hear the cue.)

5. When the recording of the practice tapes has been completed, depress the STOP pushbutton on the console tape deck. Allow sufficient time for the students to repeat the last word or phrase of the exercise; then signal the students to depress the STOP pushbutton on their tape recorders.

6. Set the LESSON SELECTOR switches for the students who are assigned to use individual practice tapes to an unused program channel. This will clear the program source for use with another program.

K. Student Call-in (Applies only if the system is equipped with annunciators.)

1. A circle of light will appear on the booth designation crystal, which is located near the STUDENT PRECEPTOR switches, to indicate that the student desires to communicate with the instructor.

2. When the call-in light is observed, communicate with the student by following the procedure in section G.

L. Preparing Master Tapes at the Console (Any of the console recorders may be used.)

1. Disconnect the instructor's microphone from the control panel and plug it into the microphone jack on the selected console tape recorder.

2. Place a reel of blank tape, or a previously recorded tape if it is not desired to retain the recorded material, on the left-hand spindle of the tape recorder.

3. Thread the tape through the tape transport mechanism.

4. Insert the key into the key-actuated PLAY-RECORD "interlock" switch and, while depressing the key, turn it to the RECORD position.

5. Set the PLAY-RECORD (rotary) switch to the RECORD position.

6. Turn the tape recorder VOLUME control to its minimum setting (fully counter-clockwise). Do not turn the control too far, as the master ON-OFF switch may be turned off.

7. Set the control-panel METER switch to the program channel for the tape recorder being used.

8. While speaking into the microphone, advance the setting of the tape recorder VOLUME control (clockwise rotation) until the VU meter deflected to the right-hand portion of the black scale. The pointer should not deflect into the red portion of the scale. Do not disturb the setting of the volume control after the sound level has been set.

9. Slide the red "R" button, located on the START pushbutton forward and, while holding the "R" button forward, depress it and the START pushbutton simultaneously. Speak into the microphone in a normal tone of voice, and, while recording, observe the VU meter and adjust the tape-recorder VOLUME control to maintain a reading as described in the previous step.

10. Depress the tape deck STOP pushbutton when the recording is completed.

M. Recording Duplicate Tapes

1. Place the tape which contains the program to be copied on the PROGRAM SOURCE tape recorder, which is connected to the LESSON DUPLICATOR tape recorder.

2. Record the duplicate tape on the LESSON DUPLICATOR, following instructions in section H. However, none of the PRECEPTOR switches should be in the REC (record) position.

3. If it is desired to listen to the program as it is being recorded, follow the instructions in section D.

The following are detailed operating instructions for the Cartridge Type Student Position Tape Recorder:

A. Set-up

1. Set the PLAY lever to the NEUTRAL position.

2. Set the AC POWER SWITCH to the RECORD position.

3. Remove any slack in the tape by simultaneously rotating the left-hand hub counter-clockwise and the right-hand hub clockwise.

4. Insert the cartridge on the tape deck. The slot in the cartridge should be placed against the brake-release post which is located at the center of the cartridge guide.

5. Press down on each side of the cartridge until it is properly seated on the tape deck.

6. Tap the top of the cartridge to make certain that it is properly seated on the tape deck. If the cartridge pops up when it is tapped, reseat cartridge by repeating steps 4 and 5.

7. Insert the headphone plug into the HEADPHONE jack.

8. Position the microphone so that it is 1 to 3 inches from the mouth.

9. Set the TAPE INDICATOR to zeros. (To zero, set the tape indicator, rotate the knurled knob, located at the left of the indicator window, toward the back of the unit until a line of zeros appears in the window.)

B. Practice

WARNING: Do not depress the silver INTERLOCK button. Depressing the INTERLOCK button will allow the FUNCTION SELECTOR switch to be turned to the MASTER RECORD position, resulting in erasure of the master recording on the practice tape. (The INTERLOCK button is located to the left of the FUNCTION SELECTOR switch.)

1. Set the FUNCTION SELECTOR switch to PRACTICE position.

2. Move the MOTION SELECTOR switch to the PLAY position; then move the PLAY lever to PLAY.

3. Set the VOLUME control to obtain the desired sound level in the headset.

4. Observe the average meter readings registered by the VU meter while the lesson is heard in the headphones.

5. While repeating the instructor's word or phrase, speak into the microphone loud enough to obtain meter readings on the VU meter that correspond with those observed in step 4.

6. After the exercise has been completed, set the PLAY LEVER TO NEUTRAL.

C. Comparison

1. Turn the FUNCTION SELECTOR switch to the COMPARISON position.

2. Set the MOTION SELECTOR switch to REWIND. Rewind the tape until the tape indicator registers the same reading as was noted at the beginning of the practice exercise.

3. Set the MOTION SELECTOR switch to PLAY.

4. Set the PLAY LEVER to PLAY and compare your performance with the master recording.

5. When the comparison has been completed, set the PLAY LEVER to NEUTRAL.

6. Rewind the tape by setting the MOTION SELECTOR switch to REWIND.

7. When the tape has been rewound, set the MOTION SELECTOR switch to PLAY.

8. The exercise may be compared again by completing steps 4 through 7, or the exercise may be practiced again by following the procedures for the PRACTICE function.

D. Communicate

1. Set the FUNCTION SELECTOR switch to the COMMUNICATE position..

2. Set the PLAY LEVER to NEUTRAL if the tape is in motion.

3. Proceed with the conversation.

TO CONTACT THE INSTRUCTOR: Set the function switch to the COMMUNICATE position and raise your hand, or perform whatever procedure has been established by the instructor.

E. Master Record (Refer to the RECORD MASTER TAPE AT STUDENT POSITIONS section of the console operating instruction.)

1. Place a tape cartridge containing blank tape, or a previously recorded tape if the recording is not to be retained, on the tape deck as explained in the SET-UP section.

2. Set the MOTION SELECTOR switch to the PLAY position.

3. Depress the INTERLOCK BUTTON, and at the same time set the FUNCTION SELECTOR switch to the MASTER RECORD position.

4. On cue from the instructor, set the PLAY LEVER to the PLAY position.

5. Adjust the VOLUME control to obtain the desired sound level in the headset.

6. Practice the exercises while the master lesson is being recorded.

7. On cue from the instructor, pull the PLAY LEVER to the NEUTRAL position.

8. Set the FUNCTION SELECTOR switch to the COMPARISON position.

9. Rewind the completed tape recording.

10. Set the PLAY LEVER to the PLAY position and compare the recording, following the instructions in the COMPARISON section.

LANGUAGE LABORATORY MAINTENANCE

All preventive maintenance repairs and parts replacement for language laboratories will be handled by the electrical section of the Maintenance Department of the Orleans Parish School Board. The only exception to be made to this rule is: during the first year after installation of a language laboratory, the contractor installing the laboratory will be responsible for maintenance during the one-year guarantee period.

It shall be the responsibility of the teacher to adjust properly the equipment while in use. No teacher shall attempt any maintenance procedures nor shall any student or other person be allowed to attempt any maintenance procedures without specific permission and instruction from the Director of Maintenance, the Assistant Director of Maintenance, or the head of the electrical section of the Maintenance Department.

The school principal or such other instructional personnel as he may designate to supervise the language laboratory shall be responsible for promptly reporting any failure or unsatisfactory operation of language laboratory equipment to the Emergency Desk of the Maintenance Department, Whitehall 7-9992, Extension 308 or 309. If this equipment is to be kept in maximum effective operational condition, it is essential that malfunction or operational failure be reported immediately.

It shall be the responsibility of the school principal, of the teacher, and of the language laboratory supervisor to determine persons responsible for abuse of or malicious damage to language laboratory equipment, so that such persons or their parents or guardians may be required to reimburse the School Board for any repairs necessitated by such abuse or malicious damage.